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Applied sociology.—A sociology with educational application has recently appeared.¹ Part I is devoted to the factors of society; Part II, to social organization; and Part III, to social progress. Population, location, human nature, and communication are each given a chapter in Part I. There are six chapters in Part II, one devoted to each of the following topics: primary groups and congenial groups, the social mind, social classes, organizations and institutions, government, and democracy. Under social progress the author treats such topics as the human episode, heredity and variation, natural selection, telic selection, and cycles of change.

The general plan of the writer is first to give a body of facts relative to a subject and then to apply the given facts and conclusions to education. For example, in discussing immigration, density of population, factors of geographic environment, and a multitude of similar topics, a select body of material is first given on each topic, which, in turn, is followed by a concrete application to education.

There are certain special features of the book which deserve mention. At the end of each chapter topics, problems, and references appear. The references are from the fields of education, sociology, history, geography, economics, ethics, and politics. While there are more references at the end of each chapter than anyone studying the book will find time to read, the long lists offer ample opportunity for selection. There does not seem to be enough difference between the topics and problems to justify separating them.

The book is exhaustively indexed. First, there appears an index of authors and books, which, in turn, is followed by an index of periodicals and serials and an index of subjects. All these are carefully compiled and will be of inestimable value to users of the book.

Economics for secondary schools.—There is a great demand just now for suitable high-schools texts in economics. Too many of the existing texts were not written with the viewpoint of the high-school student wholly in mind. A book which purports to be written entirely from this viewpoint has recently been published.² Professor Thompson tells us in the preface that he had four ideals in mind in preparing his book. In his own words they are: "To choose for discussion only those topics which are fundamentally important; to push the discussion of laws and principles to a point where every serious-minded high-school pupil would feel a real mental challenge; to illustrate every law and principle by references to historical events and to every-day experiences, and by the use of graphic material; and finally, to show the relation of each law and principle to the industrial activities in which practically every high-school boy and many of our girls must engage."

Economics as a social science is discussed in Part I. Consumption of economic goods is considered in Part II. Problems of production, the exchange of

¹ FREDERICK R. CLOW, *Principles of Sociology with Educational Applications*. New York: Macmillan Co., 1920. Pp. xiv+436. \$1.80.

² CHARLES MANFRED THOMPSON, *Elementary Economics*. Chicago: Benj. H. Sanborn & Co., 1920. Pp. xii+420.

economic goods, and the distribution of the social income are the topics treated in Parts III, IV, and V. Parts III and V comprise more than half of the discussion.

The teaching aids found in the book are plentiful and much worth while. At the end of each chapter three sets of exercises and problems appear, also a list of supplementary reading. At the end of the book is a classified course of reading. This is arranged topically. For example, reading-matter is suggested for each of the following topics: general economics; money, banking, and public finance; labor; immigration; socialism and social insurance; tariff; and trusts. Inasmuch as each of these topics is treated in the text this list will be of great service to those who may desire to do extensive reading on a particular one.

In his general organization of the field Professor Thompson has held fast to tradition—consumption, production, exchange, and distribution being his four main divisions. This organization in the writer's opinion is more a textbook one than a teaching one. A strong teacher, however, will be able to make the material in the book conform to an organization for teaching purposes if she does not care to use the one the book contains.

A vigorous statement for vocational education.—A decidedly emphatic volume¹ defending vocational education and written by a vice-chairman of the Federal Board for Vocational Education has just left the press. The author tries very earnestly to show that the old régime of twenty years and more ago was a flat failure in the scheme of education in the United States. There is strong intimation that much of the old system is still in force. He shows how the great World War has helped bring us to our senses in the matter of educating boys and girls in a many-sided way rather than in a narrow way as previously. The plea for reorganization of elementary and secondary education could hardly be put more forcibly than is here given. To the casual reader, however, there seems to be some overemphasis in places; but this only makes one think more carefully. The lay mind has to have something to prick it severely before it will halt long enough to take action.

To give some idea of the attack made upon the traditional teaching of a few years ago, we quote the following: "The greatest advantage of standardization [i.e., making all school work alike], however, from the point of view of cheapness, is that, through its aid, fifty or sixty children can be schooled by a single teacher. By dividing this preposterous number into squads, she can hear one batch of children recite from the prescribed book the preappointed lesson in arithmetic, while a second batch is preparing its cut and dried lesson in geography, and a third is doing 'busy-work,' that polite school phrase for killing time. All this, however, is not education at all. It is school drill of a very meager and unenlightened sort. Of course, it is not wholly without value. Repressive discipline, learning things by rote, and marching about with fifty or sixty other children, all have their useful place in education; but it should be a very minor place. In most schools, however, this insignificant part of education is about all the pupil gets. It is true that they learn to read, write, and cipher after a fashion,

¹ JAMES PHINNEY MUNROE, *The Human Factor in Education*. New York: Macmillan Co., 1920. Pp. ix+317. \$1.60.